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ABSTRACT

One facet in the development of a good program of reading is conscientious planning. The use of behaviorally stated objectives developed on a weekly, monthly, and unit basis provides the teacher with a means for measurable and meaningful evaluation. Individual diagnosis enables the teacher to know the level of instruction at which to begin a child and the specific reading skills he needs. Informal inventories, diagnostic tests, intelligence tests, ear and eye tests, and interest inventories are meaningful tools to employ at this stage of a reading program. Reading materials should be of varied interests and difficulty levels. This could include several sets of basal readers, supplementary materials, and multi-media materials. With this wide variety of materials a teacher can choose those that are appropriate to the level of each child. Meaningful reinforcement procedures are of high importance in a successful reading program. The most effective reinforcements appear to be those directed toward the positive aspects of a program. A continuous evaluation based on objectives constitutes the final major phase of a reading program. The effectiveness of a program should be measured through an evaluation of the child's progress in relation to the objectives written for that child. (WR)

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KEYS TO SUCCESSFUL

READING

by

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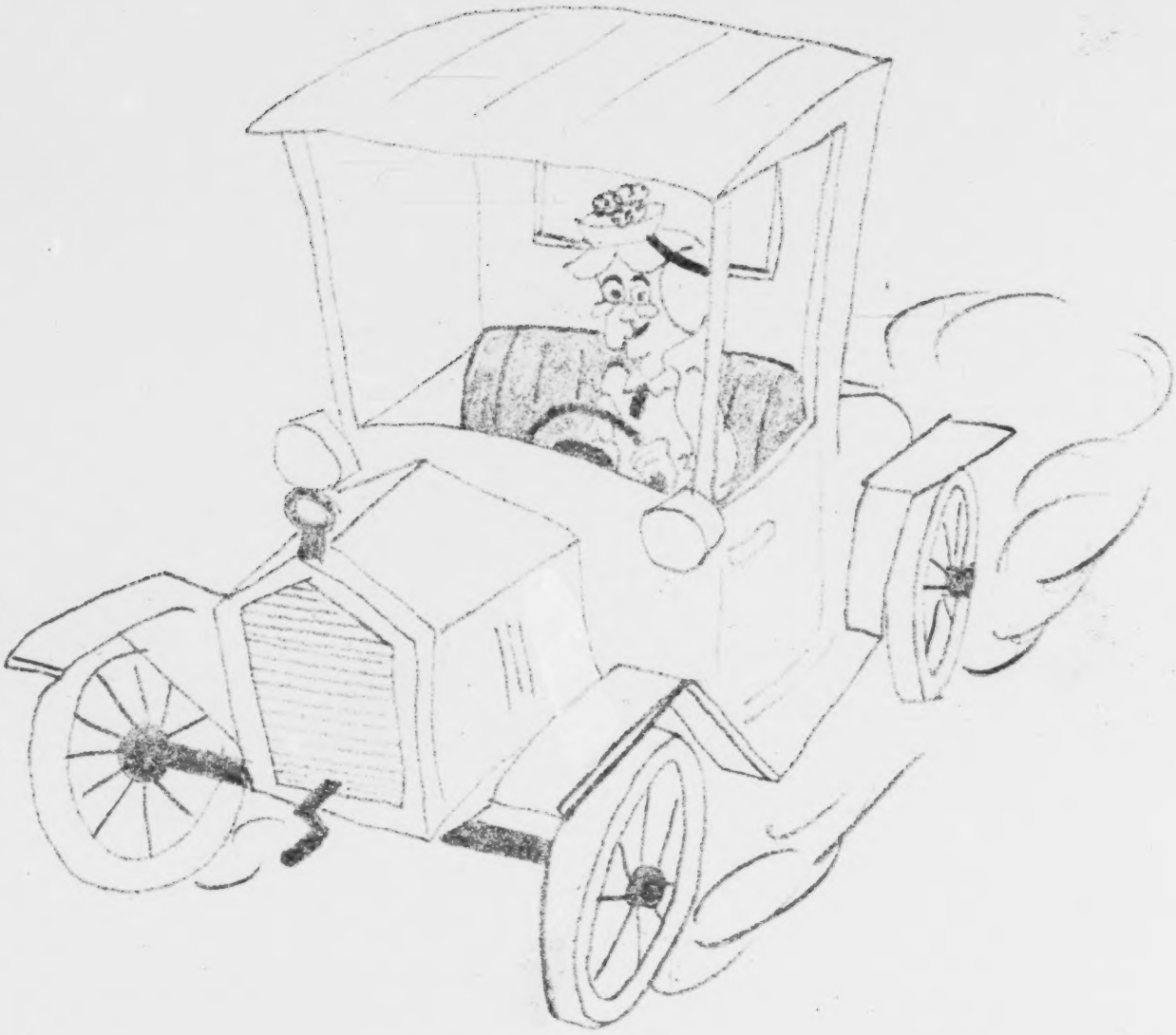

Are you "behind the times"
with your reading?

KEYS TO A SUCCESSFUL READING PROGRAM

A successful program in reading entails many different facets. The most important facet involved in developing a good program of reading involves conscientious planning. Like Alice in Wonderland the reading teacher must know where she is going and how she will get there with each child. Individual differences of children have to be considered. Every child must have daily success experiences if he is to be successful.

The most successful way to know where you're going and how you're going to get there in a reading program is through the development of behaviorally stated objectives. Teachers should work together to determine long range behavioral objectives in reading. This cooperative planning provides continuity, carry over and consistency in the total reading program. In addition to the long range objectives, each teacher needs to establish behavioral objectives on a weekly, monthly and unit basis that are measurable and provide meaningful evaluation. Too often reading teachers tend to generalize too much in stating their objectives. For example, "to help the children read better" is too broad for meaningful evaluation. How would the teacher know when a child has reached the desired goal of "reading better"? More meaningful and measurable objectives must be written. For example: "After instruction in syllabication by the teacher, the child will be able to divide into syllables 80% of the given words on a teacher made test."

The task of writing behavioral objectives is time consuming and

at times, difficult, but the benefits reaped far outweigh the efforts.

The second major ingredient of a successful reading program involves individual diagnosis. This helps the teacher to know the level of instruction at which she should begin with a child and what specific reading skills he needs. Informal inventories, diagnostic tests, intelligence tests, ear and eye tests and interest inventories are meaningful tools to employ at this stage of the program. From the diagnostic results the teacher can begin to formulate behavioral objectives for each child. An informal reading diagnosis provides immediate information about each individual's strengths and weaknesses and provides continuous information to enable a teacher to modify and adapt her program based on its effectiveness for each student. The standardized tests given by most schools at the end of the year for all students won't suffice as a diagnosis on which to instruct. Not enough concrete information is provided on which an individual teacher can modify her program to meet the needs of each individual child.

The third ingredient for a successful reading program involves the availability of a wide selection of reading materials to both teacher and student. No known reading program or method can fit the needs of all teachers and all students. Some children respond differently. Some teachers can utilize some materials and methods more effectively than others. It is for these reasons that a wide variety of materials and methods must be readily accessible to both teachers and students. Reading materials should include several sets of basal readers, including linguistic and phonetic readers and some special types of materials that are related to a particular approach such as

programmed readers, a variety of supplementary materials such as work-books, games, transparencies, duplicating masters, multi-level kits, high interest - low vocabulary books, magazines, newspapers, teacher prepared materials and multi-media materials which provide additional reading experiences such as films, filmstrips, tape recorders, cassettes, teaching machines and other such materials should also be provided. With this wide variety of materials, a teacher can choose those that are appropriate to the levels and skills of each child.

The fourth aspect to consider in a reading program involves a structured, organized system of teaching reading skills. Just as no one set of materials has been demonstrated to meet the needs of all children, no one method of teaching decoding or comprehension has proven more effective than any other. The teacher must conscientiously teach the reading skills in a logical, structured fashion. She must possess the ability to make available to the children, various ways of decoding words and gaining meaning. She must also see that reading tasks have meaning for a child. When a child does not see any personal meaning in a task, it becomes very difficult for him to learn it. Repeated experiences of this nature may cause him to see himself as lacking in ability to learn. New skills come to have meaning for a child when he can see these skills as consistent with his perceptions of self.

The teacher needs to let her students see her own love and enjoyment of books and reading. In so doing she will be developing an atmosphere that is conducive to developing life-time readers. There

may always be some children who don't like to read, but a teacher's enthusiasm for reading will help to eliminate the negative approach to reading.

The next major area in a successful program involves meaningful reinforcement procedures. Reinforcement can be accomplished in a variety of ways, but in almost every instance the most effective reinforcements are those directed toward the positive aspects of a program. The teacher needs to establish the behavior to be enforced and the types of reinforcers. It is advantageous if this can be determined jointly by teacher and student.

Classroom behaviors can be divided into two broad categories. These relate to reading achievement and reading attitudes. Behavior in reading achievement would involve such areas as word attack skills, comprehension skills, vocabulary development, reading rate, study skills, and dictionary skills. Reading attitudes would involve such areas as task completion, task attention and interest in reading.

Reinforcers can be either external or internal. External reinforcers include immediate rewards such as candy, free activity time or rewards that can be exchanged for valuables such as money or check marks. They also include verbal reinforcers such as "good" or "excellent" which are effective with some children. Others might prefer gestures, smiles and physical contact.

On the other hand, reinforcement may be internal with achievement

and attitude accomplished for their own sake. However, whatever types of reinforcers are used, it is important that they be given immediately in response to the desired behavior because it helps a child see that what he does is valued. In turn, he will be able to clarify his particular goals in reading and thus fulfill his learning potentialities.

A continuous evaluation based on objectives constitutes the final major phase of a reading program. The effectiveness of a program should be measured through an evaluation of a child's progress in relation to the objectives written for that child. By having a continuous program of evaluation the teacher can modify her reading program when she deems it necessary. If objectives are not being accomplished, new techniques should be developed and introduced. Individual evaluation can be accomplished by means of the same procedures that were used in the initial individual diagnosis.

The areas outlined can be used in any classroom. The emphasis is on the individual child and how his needs can be met most effectively by the classroom teacher. The one important thing to keep in mind with any program is that the reading program is just as good as the teacher. As Leland Jacobs has effectively said, "Individualized reading starts not with procedures but with a creative, perceptive teacher -- one who believes that children want to learn· who thinks with children

rather than for them: who basically respects the individual behavior of every youngster; who works with children in orderly but not rigid ways."[1]

[1] Walter B. Barbe, Personalized Reading Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc.) 1961, p. 19.

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"CHARACTERISTICS OF A GOOD READING LESSON"*

1. Teacher has a definite goal or purpose for lesson and that purpose is evident to students.
2. Lesson is planned, systematic, yet flexible according to dynamics of classroom situation.
3. Classroom atmosphere is a pleasant, attractive and optimistic one.
4. Attention is paid to individual differences.
5. Rapport between teachers and students is evident.
6. Teacher is diagnosing as she is teaching.
7. There is readiness for the lesson.
8. Pupils are motivated.
9. Materials are varied (basals, library books, workbooks, kits, mimeographed materials, etc.).
10. Full use is made of audio-visual aids.
11. Questions are varied to check different levels of comprehension.
12. Material is at appropriate level for students.
13. Teacher is obviously aware of such levels as "instructional," "independent," and "frustration."
14. Meaningful oral reading activities are used to check comprehension.
15. Pupils have been trained in self-direction (i.e., go from one activity to another without disturbing teacher).
16. All children are productively involved with some aspect of reading.
17. Use is made of classroom and school libraries.
18. There is application of basic reading skills to content areas.

19. Efficient record keeping is done by teacher and students.

20. Teacher has sense of perspective and humor.

21. There is evidence of review and relationship to previously learned material.

22. There are follow-up or enrichment activities.

* Sidney J. Rauch, "How To Evaluate A Reading Program", The Reading Teacher, (Newark, Delaware: International Reading Association), December, 1970, p. 249.

CHECKLIST FOR CLASSROOM OBSERVATION

I. The Classroom
1. Environment conducive to learning?
2. Room/materials attractive?
3. Seating flexible and functional?
4. Setting make learning enjoyable?
5. Ample textual material?
6. Ample supplementary material?
7. Balance of teacher/pupil/commercial material?
8. Evidence of planning?
9. Connection with what is being taught?

II. The Teacher
1. Teacher's appearance good?
2. Personality pleasing?
3. Teacher enthusiastic?
4. Aware of pupil's physical needs?
5. Tries to gain understanding of pupils?
6. Frees pupils from tension?
7. Resolves pupil conflicts?
8. Develops group feeling?
9. Has each pupil make contribution?
10. Accepts all socio-economic levels?
11. Provides for individual differences?
12. Several small groups working well?
13. Employs democratic principles?
14. Room management efficient?
15. Evaluates and returns work handed in?
16. Materials and aids used effectively?
17. Lesson planned (long/short range)?
18. Knowledge of subject taught?
19. Teacher tries new ideas?
20. Has professional attitude?
21. Evidence of in-service growth?

III. The Pupil
1. Pupils enthusiastic?
2. Pupils have purpose?
3. Pupils initiate/carry on work?
4. Enough physical/intellectual activity?
5. Pupils help plan work?
6. Pupils show self-discipline?

IV. The Lesson
1. Evidence of progress in subject?
2. Work not too easy/hard?
3. Opportunities for using skills?
4. Lesson planned to meet objectives?
5. Lesson relate to other lessons?
6. Materials arranged to save time?
7. Classroom activities varied?
8. Discussion meaningful; full participation?
9. Class drill meaningful?
10. Teacher probes beneath verbalisms?
11. Assignments provide worthwhile work?
12. Assignments developed properly?
13. Assignments provide for individual difference?
14. Use made of community resourses?
15. Classwork flexible though directed?
16. Objectives understood by pupils?
17. Subject matter related to pupil needs?
18. Home/class work related to real-life?
19. Pupils guided to clear, independent thought?
20. Pupils go beyond textbook?
21. Help given for better study habits?
22. Pupils learn self-evaluation?
23. Evaluation in continuous process?
24. Tests used as teaching devices?
25. Tests motivate learning relationships?
26. Effort made to keep parents informed?
27. Effort to development of democratic way of life?
28. Type of learning going on?

A Check List On Teaching Reading*

Have you ever wondered "How am I doing in reading?" To answer that question, you might try being your own "critic teacher" and think of your teaching in terms of the check list below - points an expert observer of reading lessons would be checking if he visited your classroom for an entire reading lesson.

A good time to use the check list might be on a day when you feel that the reading lesson went particularly well - so you can analyze what you did and how you did it! Once you get into the swing of a good lesson by checking yourself on these points, most of the lesson you teach will be good ones.

The check list for guided reading (direct teacher guidance) is presented in three parts and covers several days' plans. The fourth part includes activities for independent work groups.

Step I - Preparing for Reading

_____Do I develop a background for reading the story with meaning, helping children hitch new ideas onto things they already know?
_____Do I present new words in a meaningful setting? Do we discuss key phases that might cause difficulty in interpretation?
_____Do I motivate the reading - raise a question, suggest a problem to tackle, hint at a delight in store?

Step 2 - Interpreting the Story

A. How do I guide the first reading of the story?

_____Do I have children read silently before asking them to read aloud?
_____Do I ask thought-provoking questions at logical points in the story to guide the reading?
_____Do I encourage children to call up mental pictures and other sensory images as they read?
_____Do I use the Basic Reader pictures as an aid to interpretation?

B. How do I guide discussion?

_____Do I lead children to think and talk about what they have read in terms of their own experiences?
_____In terms of books and other stories they have read?
_____Do I help them think about how they can use some of the ideas in the story?
_____Do I give children a purpose in reading aloud other than showing that they know the words?

*From An Administrators' Handbook on Reading, Dallas: Scott, Foresman and Company, 1956, p. 6.

C. What steps do I take to provide for individual differences?

_____Are all children in the reading group that is best suited for them?
_____Do I gear questions to individual children - harder questions to abler youngsters, simple questions to the slower ones?
_____Do I give slower pupils encouragement?
_____Do I make sure they get the points being discussed?

Step 3 - Extending Skills

_____Do I take time to teach thoroughly the skill-building exercises in my Basic Reader Guidebook?
_____Am I using Think-and-Do exercises at the time the Guidebook suggests?
_____Am I providing adequate direction before asking children to do an exercise independently?
_____Do I bring children together to evaluate Think-and-Do exercises?
_____Do I use results on the Think-and-Do exercises to keep in touch with each child's progress and needs?
_____During the skill-building period, do I clear up difficulties that have come to light during guided reading?

Step 4 -Extending Interests and Abilities (Working independently)

_____Do I help children get started on independent work rising out of the Basic Reader Unit being studied - book reports, arts and crafts projects, bulletin-board displays?
_____Do I direct my abler pupils toward extra study and research?
_____Do the assigned materials provide learning experiences and commensurate with the group's ability to carry them out? (independent reading level)
_____Are directions and assignments clear to pupils?
_____Are assignments such that children can carry them out by themselves or with a minimum of supervision?
_____Do the practice exercises and activities take only a reasonable amount of time to check or evaluate?
_____Do assignments provide for individual differences in interests and abilities?
_____Is a variety of materials available?
_____Do I encourage children to use reference books to find out more about a subject of special interest? (social studies, science, etc.)
_____Do I provide situations that enable pupils to act as leaders of special groups?

WRITING BEHAVIORAL OBJECTIVES
Southeast Arkansas Educational Service Center Handout
Modified From EPIC Materials

Many variables influence an educational program. These variables might be categorized as follows:

I. INSTITUTIONAL DIMENSION: Students, teachers, administrators, specialists, families, and communities are the institutional variables.

II. BEHAVIORAL DIMENSION: The three variables of behavior are cognitive, affective, and psychomotor.

A. Cognitive Behavioral Variable - Behaviors which place primary emphasis on the mental or intellectual processes of the learner. The levels are knowledge, comprehension, analysis, synthesis, and evaluation. The six levels of the cognitive behavioral variable are defined as follows:

1. Knowledge: Involves the recognition and recall of facts (i.e., defining terms, recalling names, dates, persons, identifying words, etc.).

2. Comprehension: The learner interprets, translates, summarizes, or paraphrases given material. The person can organize the material into another language or form of communication (i.e., reading a book or musical scores, grasping the thought of material studied, ability to describe something in one's own words, etc.).

3. Application: Involves the use of material in a situation which is different from that situation in which it was originally learned (i.e., the use of abstract ideas, principles, or theories in problem-solving).

4. Analysis: Involves separating a complex entity into its parts, drawing comparisons and relationships between the elements (i.e., ability to recognize assumptions, to distinguish cause and effect relationships, reorganization of biases or points of view, etc.).

5. Synthesis: Involves combining elements to form a new original entity. It involves a process of working with pieces, parts, elements, etc., and arranging them in a structure that was not clearly evidenced before (i.e., ability to produce a play, music, art forms, design products, or formulate solutions).

6. Evaluation: Involves acts of decision-making, judging, or selecting based on a given set of criteria. These criteria may be objective or subjective (i.e., ability to indicate fallacies, compare a work or an idea with known standards, etc.).

B. Affective Behavioral Variable - Behaviors which primarily emphasize attitudes, emotions, and values of the learner and are usually reflected by interests, appreciations, and adjustments. This is a more nebulous area than the Cognitive Variable, but equally important. The levels are: receive, respond, value, organization, and characterization.

1. Receive: The learner is aware of, or passively attending to certain phenomena and stimuli (i.e., listening, being attentive to, etc.).

2. Respond: The learner complies to given expectations by attending or reacting to certain stimuli or phenomena (i.e., obeys or participates as expected, etc.).

3. Value: The learner displays behavior consistent with a single belief or attitude in situations where he is not forced to comply or obey (i.e., demonstrates a definite preference, displays a high degree of certainty and conviction, etc.).

4. Organization: The learner is committed to a set of values as he displays or communicates his beliefs or values (i.e., develops a rationale for a set of values, makes judgments about sets of values).

5. Characterization: The total behavior of the learner is consistent with the values he has internalized (i.e., develops a consistent philosophy of life, exhibits respect for the worth and dignity of human beings, etc.).

C. Psychomotor Behavioral Variable - Behaviors which place primary emphasis on neuromuscular or physical skills, involving various degrees of physical dexterity. The levels are: imitation, manipulation, precision, articulation, and naturalization.

1. Imitation: When the learner is exposed to an observable action, he begins to make covert imitation of that action. Such covert behavior appears to be the starting point in the growth of psychomotor skill. This is then followed by overt performance of an act and capacity to repeat it. The performance, however, lacks neuromuscular coordination or control, and hence is generally in a crude and imperfect form (i.e., impulse, overt repetition).

2. Manipulation: Emphasizes the development of skill in following directions, performing of selected actions, and fixation of performance through necessary practice. At this level the learner is capable of performing an act according to instruction rather than just on the basis of observation as in the case at the level of imitation (i.e., following directions).

3. Precision: The proficiency of performance reaches a higher level of refinement in reproducing a given act. Here, accuracy, proportion, and exactness in performance become significant (i.e., reproduction, control, errors reduced to a minimum).

4. Articulation: Emphasizes the coordination of a series of acts by establishing appropriate sequence and accomplishing harmony or internal consistency among different acts (i.e., performance involves accuracy and control plus elements of speed and time).

5. Naturalization: A high level of proficiency in the skill of performance of a single act is required. The behavior is performed with the least expenditure of psychic energy. The act is routinized to such an extent that it results in automatic and spontaneous response (i.e., performance becomes natural and smooth).

III. INSTRUCTIONAL DIMENSION: The third dimension describes the instructional variables of organization, content, method, facilities, and cost.

Notice that the objective stated includes a variable from each dimension (student, cognitive, content) and describes how the level of behavior will be measured (MOD Reading Test).

In the beginning phases of developing and writing objectives, remember to include four elements in each objective:

(1) The institutional variable
(2) The behavioral variable
(3) The instructional variable
(4) A measurement instrument or technique.

The following questions will assist you in writing objectives:

WHO	1. WHO is the person in the institutional dimension of which the behavior is expected?
BEHAVIOR	2. What BEHAVIOR is desired? (identify the specific level of behavior)
WHAT	3. WHAT instructional variable will the person's behavior be related to?
MEASUREMENT	4. How will the behavior be specifically MEASURED?

SUMMARY

The Organizational Structure of Variables provides educators with a systematic procedure for identifying and describing

those variables which influence a given program.

The structure assists educators to:

1. Identify variables affecting their program.
2. Develop behavioral objectives in order to evaluate the effectiveness of their program.

In addition, the variables of the structure provide a basis for common communication among educators.

CHILD'S INTEREST INVENTORY

Name_____Grade_____

1. Do you like stories about animals? _____
2. What other stories do you like?_____

_____dislike?_____

3. Do you like to have someone read to you?_____Who?_____
4. Do you like to read stories?_____
5. Do you own any books?_____What are some of them?_____

_____

6 Do you go to the movies?_____When?_____
7. What do you like to see?_____
8. Do you listen to the radio?_____When?_____
9. What do you like to hear?_____
10. Do you watch television?_____When?_____
11. What do you like to see?_____
12. What kind of games do you like to play?_____
13. If you could buy anything you want for yourself, what would you buy?___

_____

14. What do you like to do most in school?_____
15. When you have time at home, what do you like to do most?_____

_____

16. Do you like to help your mother or father?_____How?_____
17. If you could have three wishes and they might all come true, what would you choose? 1_____2_____3_____
18. Are you afraid of anything?_____What?_____
19. When you grow up, what would you like to be?_____
20. Do you have a pet?_____Tell me about it._____

_____

END

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